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ABSTRACT

A program and curriculum guide intended for teachers, counselors, and administrators concerned with English-as-a-second-language (ESL) instruction in Prince George's County public secondary schools is presented. The guide describes the intensive language program; academic and cultural problems often found within the school and related to the influx of limited-English speakers; special problems anticipated in the ESL classroom; ESL goals and objectives; testing instruments and placement; beginning and intermediate level instructional objectives for listening comprehension, speaking, reading, and writing, including potential pronunciation problems at the beginning level; and cultural education. (MSE)

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A CURRICULUM GUIDE

FOR ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

CENTER PROGRAMS IN THE SECONDARY SCHOOLS

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
UPPER MARLBORO, MARYLAND 20870
Carl W. Hassel, Superintendent of Schools
1975

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INTRODUCTION

These guidelines are suggested to systematize and coordinate the curriculum in secondary English For Speakers Of Other Languages (ESOL) Centers throughout the county. They are intended as a professional aid for the trained ESOL teacher and should provide a frame of reference so that all teachers may approach their ESOL teaching with similar direction and content. Course content and procedures are recommended which encourage the teachers' imagination and creativity to be applied in lesson preparation and presentation.

This guide is also intended as an aid for classroom teachers, counselors and administrators to understand the problems, scope and goals of the ESOL program.

As the only ESOL specialist in a school, the ESOL teacher is relatively isolated professionally. The preparation of this manual afforded an opportunity for much exchange and discussion of ideas and it presents a composite of our thinking.

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THE ESOL PROGRAM IN INTENSIVE ENGLISH CENTERS

The ESOL program is designed to help the foreign student make the necessary linguistic and cultural adjustments required for successful functioning within the school and the community. To meet expanding needs, the program has grown from an exclusively In-School program, to a combination of In-School programs and Intensive English Centers located in various schools in the county.

ESOL Centers, staffed by trained ESOL teachers, provide an intensive course in English to elementary and secondary students. Elementary Centers serve only students within the school as no elementary students are bused for ESOL instruction. Elementary classes meet from 20-55 minutes daily, depending upon age and the proficiency level of the group. Secondary Centers offer instruction to students in the Center (base) school as well as to neighboring junior and senior high school students who are bused to the Centers. All beginning secondary ESOL students attend classes for two periods daily; all intermediate students attend for one period daily. The ESOL Coordinator and the Specialist may assist in evaluation of pupils for placement in the Center classes, observe classes periodically to improve instructional techniques, assist the teachers in their grouping of students and provide additional instructional materials to aid the students' progress.

ACADEMIC AND CULTURAL PROBLEMS WITHIN THE SCHOOL

The influx of non-English speakers creates a variety of problems for the school administrator, subject area teacher and special school personnel. Though many problems are alleviated by placement in the ESOL Centers, and by evaluation of transcripts for correct placement in the school, many problems remain which the ESOL teacher cannot solve.

Though these students are attending the ESOL Centers for one to two periods of instruction daily, they are also scheduled into regular classes and are expected to function academically in English, which is a foreign language for them. The foreign student has many academic problems concurrent with his learning to understand, speak, read and write English. Among these are the following:

1. Foreign students have difficulty with the same subjects as the native American high school students but their problems are compounded by cultural and language barriers.
2. Many foreign students are of non-Roman alphabet background and must learn a completely new system of reading and writing.
3. Foreign students cannot function in subjects requiring proficiency in English, viz.: biology, history and English literature. Though many students do well in math, they frequently have difficulty reading problems and following directions. The ESOL student often does not understand assignments in the subject areas.

In addition to academic problems, foreign students have many cultural difficulties adversely affecting their school adjustment:

1. It is extremely difficult for them to define behavioral limits within the school and the classroom.
2. Students who have studied English in their own countries with non-native English speaking teachers are frequently deficient in the listening comprehension and speaking skills. They can often read and write far better than they can understand and communicate orally.
3. Despite efforts to place students according to their age, many foreign students are older than their American classmates because of differences in educational backgrounds.
4. It is very difficult for them to make friends with the American students, which compounds normal teen-age adjustment difficulties.
5. Foreign students can be rejected due to ethnic prejudices in the school and the community.
6. Because of their unfamiliarity with after-school functions, communication difficulties and transportation difficulties, participation in extra-curricular activities is minimal.
7. The enormous cultural and economic adjustment problems which the entire family experiences complicate the cultural adjustment of the student. As the student is making his adjustment to the American culture, he may frequently find himself in culture conflict with his family.
8. Because many foreign students must work after school, they operate under a double handicap. While time and energy is expended on earning a livelihood, school work takes longer to complete and is often neglected.

9. Many foreign students aspire to attend college and have unreasonable expectations in terms of the time it takes to gain the necessary language proficiency for acceptance and success in a college.

SPECIAL PROBLEMS IN THE ESOL CLASSROOM

Although ESOL is primarily considered a language training program, it also provides a 'laboratory' for adjustment to American culture. All Centers have students with different language backgrounds, in different grades and at various levels of English proficiency. All Centers provide intensive, linguistically sequenced practice in English as well as serving as a neutral setting where cultural differences, misunderstandings, enthusiasms and fears can be accepted and explored.

Concurrent with previously listed academic and cultural problems there are special problems within the ESOL class:

1. Foreign students are admitted into ESOL classes throughout the school year necessitating regrouping, individualizing instruction and providing various special attentions.
2. Cultural and political problems that exist in the world are reflected in the ESOL classroom.
3. Students come from a variety of academic backgrounds ranging from the very minimal to more demanding educational systems.
4. The differences in intellectual ability, in language aptitude, in interference from the native language, in socio-economic level and in motivation influence the rate and depth of language learning. Thus there are many levels of language need and a considerable age span in the ESOL classroom.
5. There may be undesirable but unavoidable educational placement, ie.: (a) Siblings are sometimes placed in the same ESOL class. (b) Both junior and senior high school students are frequently together in an ESOL class.
6. Bused students may spend from 30 minutes to 1 hour on a round trip to and from the ESOL Center. This contributes to fatigue and undesirable behavior in the ESOL classroom.
7. The organization of the ESOL class may be disrupted by differing time schedules in the Center base, in-school and feeder schools. Centers are adversely affected by snow schedules, game days, reversed schedules, club days and other schedule changes.

In spite of the many pressures, the ESOL classroom provides the most secure, problem-solving culture and language learning atmosphere for the foreign student. ESOL teachers bridge the cultural and language gap, prepare students for academic achievement and assist in the students' ultimate adjustment to the American community.

5/6

GOALS AND OBJECTIVES OF ESOL

The over-all goal of ESOL instruction is to develop a command of American English and an understanding of the American culture in which it is spoken. This is the language that the student needs to understand and use in order to communicate with his peers and to function in the school and the community. He must comprehend and learn how to form a statement, how to ask a question and how to answer one. In our program the student is helped to gain understanding and develop his ability to use the principles of the structure of English through drills and activities that go from habitual, automatic responses to independent self-generated responses. The above goal is accomplished by the following performance objectives.

I. He develops the language skills of listening comprehension and speaking and then reading and writing. Ultimately the student:

A. understands a native English speaker
B. converses ably with native English speakers
C. reads material in English with facility and enjoyment
D. writes correctly and creatively

II. He develops an understanding of the American cultural milieu, and learns to function in relation to his new environment. By discussion, comparison and contrast of the variety of cultures represented, the students and the ESOL teacher take advantage of every opportunity to enhance student adaptability, acceptance of the American culture and acceptance of each other's culture.

TESTING INSTRUMENTS AND PLACEMENT

All entering foreign students are enrolled by the Foreign Student Specialist. On the basis of the available academic records, an evaluation of each student is made for placement in a regular school program.

At the beginning of the school year, the ESOL teachers test the foreign students in the feeder schools and in the base schools for appropriate placement in the ESOL program. These students are referred by counselors, teachers, principals and parents.

Students with zero to limited oral proficiency are placed at the beginning level. In addition, the beginning level includes many students who have studied English in their own country. The latter have some writing and reading ability but are very limited in oral/aural competency. Those students placed at the intermediate level have attained a higher degree of proficiency in the oral and written skills.

These levels are determined by the results of objective tests and subjective judgments. At present the tests available are:

1. Michigan Oral Language Productive Test - Structured Response
   This is an oral test individually administered that identifies specific grammatical needs. The response sheet can be tallied numerically for each student and can be easily tallied for analysis of class needs.
2. Test of Aural Comprehension - by Robert Lado
   There are two parts to this test. Part 1, Form A is used by most of the Center teachers. This is a group administered test. The teacher reads the sentence or sentences, the students select the answer from pictures in their test booklet and mark it on an answer sheet. This tests understanding of spoken sentences and certain listening comprehension problems of English due to significant sound contrasts.
   Part II, Form C, a group administered test included as a more advanced test of aural comprehension is sometimes used by Center teachers as a test of reading comprehension.
3. English Second Language Placement Test - by Donna Ilyin
   Form A. A group administered multiple choice test of 50 grammar items. The test places students in one of the first three levels of ESL referred to as ESL levels 100, 200 and 300. This test was standardized on adult students.
4. Thumbnail Diagnostic Placement Test in English as a Second Language - by Dr. Virginia F. Allen
   A short, group administered test used diagnostically during the school year. Particularly good for insight into student ability to distinguish between content and function words.
5. Diagnostic Test for Students of English as a Second Language - by A. L. Davis
   A group administered multiple choice test. It has 150 items testing grammar and syntax. It is sometimes used by Center teachers to determine whether a more advanced student requires additional ESOL help.

6. Situational Reinforcement Placement Test
   This test has four levels geared to the levels of the Situational Reinforcement texts. It may be used either as an oral or a written test of comprehension and structure.
7. A Comprehensive English Language Test for Speakers of English as a Second Language - David P. Harris and Leslie A. Palmer
   At present ESOL teachers use two tests: Structure and Vocabulary. They are group administered tests with separate answer sheets:

   A. The Structure Test is useful at the Intermediate Level.
   B. The Vocabulary Test is too difficult for most ESOL Center students, but may be useful for the more advanced student for self-analysis of vocabulary skills.

8. Examination in Structure (English as a Foreign Language) - Charles C. Fries and Robert Lado
   This group administered test has 150 questions divided into 11 parts. Parts of this test are useful to supplement diagnostic teaching.
9. Group Diagnostic Inventory (G. D. I.) - Dr. Paul Daniels
   Pinpoints proficiency in specific reading skills i.e.: Comprehension (main idea, sequencing and getting the facts) and Phonetic and Structural Analysis. Provides teachers with an inventory of the specific reading skills pupils need.

No single test can adequately identify all the areas of competence nor all the areas of need. Therefore, it is advisable that a combination of tests be administered at the beginning and at the end of the school year. These tests are administered to measure the extent of growth in the acquisition of the basic skills.

It is important to remember that completion of the beginning ESOL level depends on the acquisition of certain skills and not on the length of time in the ESOL program. If these skills are not acquired, it may be necessary to retain a student for a second year in ESOL I.

INSTRUCTIONAL OBJECTIVES - BEGINNING LEVEL

Introduction to the Four Skills

Most students in the beginning level classes have had previous instruction in English in their native country. They enter our schools with very limited proficiency in the aural/oral aspects of communication, but with some very elementary ability to read and write. Instruction at the beginning level emphasizes listening comprehension and speaking and then relates this growth to the improvement of reading and writing skills. It should be noted that though all four skills re-enforce each other, at the beginning level a greater percentage of class time is spent on listening comprehension and speaking.

I. Listening Comprehension

The early ESOL classroom experience of students involves controlled communication: listening, understanding and repeating the teacher's model. Appropriate exercises are introduced as quickly as possible for specific auditory skills. The goal of our program is to provide the student with a variety of listening experiences in meaningful context so that he may acquire basic listening comprehension skills. Auditory discrimination and production of individual sounds is developed along with conceptual understanding. The students practice for proper stress and intonation to improve their intelligibility.

A. Performance Objectives

1. The student will detect likenesses and differences in sounds.
2. The student will understand and repeat what has been said.
3. The student will respond to simple directions and instructions.
4. The student will understand and answer questions based on material he has heard.
5. The student will learn new vocabulary in meaningful context.
6. The student will follow a sequence of ideas presented orally.
7. The student will recognize the main idea (in a paragraph, etc.).
8. The student will listen for supporting details.
9. The student will listen for enjoyment.

B. Strategies

Audio-Lingual Activities

1. Dialogues) with realia, visuals,
2. Pattern practice) etc.

Audio-Visual Activities

1. Tapes)
2. Cassettes - Stories, paragraphs,) for group or individual
3. Language Master etc.) needs
4. Records for stories and songs)

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Other Activities

1. Following directions in class
2. Games requiring listening ability (e.g. "Simon says")
3. Teacher reads stories or paragraphs for information, vocabulary building and enjoyment

The following is a list of potential pronunciation problems for students learning English. It has been placed between the sections of Listening and Speaking in order to emphasize the importance of the listening and auditory discrimination skills before the student practices paired words or word lists with the target sound.

Depending upon the native language, foreign students have difficulty producing specific sounds. Many students have problems with:

1. Vowels, especially the 'short' vowels *
   * This is terminology used in the public schools by reading and classroom teachers. The ESOL teacher should be familiar with terms used in the regular classroom.
2. The /r/ sound in all positions
3. The voiced th /ð / and the voiceless /θ /
4. Voiced endings /b/, /d/, /g/, /v/, /m/, /z/, /ž/, /ǰ/
5. /ŋ/ {sing}
6. Initial and final consonant clusters
7. Aspirated stops /p /, /t /, /k /

In addition to problems listed above, the following are potential pronunciation problems for specific language backgrounds:

Arabic

Vowels: {tow}-/ou/, {toy}-/oy/, {pit}-/i/, {pet}-/ɛ/, {pat}-/æ/, {putt}-/ə/, {put}-/u/, {Pete}-/iy/, {pate}-/ey/, {boot}-/uw/
Consonants: p, contrast between /š/ and /ǰ/--{shut-jut}, /ž/ and /j/--{beige-page}

Chinese

Vowels: in addition to short vowels; /iy/--{meet}
Consonants: all final consonants /b/, /d/, /ǰ/ and initial /v/ are particularly difficult. /h/--{hill} /l/ and /r/ in all positions and environments

French

Vowels: {touch}-/ə/, {toy}-/oy/ and short vowels
Consonants: /h/--{hill} contrast s/t/θ, č/š

Indian and/or Pakistani Languages - Hindi, Gujarati, Tamil and Urdu

Vowels: in addition to all short vowels; /aw/, /ey/, /ow/, /a/, /ɔ /, /uw/, /oy/ alone and in contrast to closely related vowel sounds
Urdu: æ /ay/aw
Consonants: in addition to consonants that are problems for most students, w/v, w/r
Hindi, Gujarati and Tamil: š/s

Indonesian

Vowels: {boy}-/oy/, {look}-/u/, {boot}-/uw/
Consonants: /š/--{ship}, /ž/--{measure}, /f/--{fine}, /v/--{vine}
contrasts: w/v

Japanese

Vowels: short vowels and /ɔ /, /ɔ /
Consonants: in addition to problem consonants listed for most students: /l/, /r/, /w/

Korean

Vowels: in addition to most commonly made errors; vowel contrasts: æ /ɑ , ə /ɔ , ɑ /ɔ , æ/ey, iy/i
Consonants: medial: /l/, /r/, /w/, /p/, /t/, /č/, /k/
final: in addition to voiced endings /f/, /s/, /š/ {fish}
contrasts: b/v, ǰ/č, final g/k

Persian

Vowels: contrast ɔ /a, æ /ɔ , æ /a/ and ɔ , glides i/iy, u/uw, e/ey
Consonants: voiceless stops /p/, /t/, /k/ are slightly more aspirated than in English
voiced stops /b/, /d/, /g/ continue their voicing all the way through
contrast w/v, f/θ, v/b, v/ð , θ/s, n/ŋ , č/š r clusters

Polish

Vowels: in addition to short vowels: /ow/-{no}, /ey/-{say}, /ay/--{pie} /oy/--{boy}, /aw/--{now}, /uw/--{boot}
Consonants: v/w

Portuguese

Vowels: in addition to short vowels - note: ɑ /ɔ contrast
Consonants: in addition to voiced endings, /p/ and /t/ in final position

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Spanish

Vowels: contrasts: 'short vowels' with 'long' and with diphthongs
Consonants: b/v, y/ǰ, š/č, d/ð medial and final positions, /h/

Tagalog

Vowels: all short vowels
Consonants: /v/, /f/, /š/, /č/, /z/, final /s/

Thai

Vowels: contrasts: short vowels with long
Consonants: l/r, š/č, v/w, č/ǰ final /l/

Turkish

Vowels: all short vowel sounds plus /iy/
Consonants: final sounds and final consonant clusters

Vietnamese

Vowels: contrast of short vowels plus /ey/, /uw/, /ow/
Consonants: all voiced consonants in final position

Some of the carry-overs from the native language which can also affect intelligibility are:

1. differences in stress, juncture and intonation
2. using the word order of the native language rather than of English
3. differences in the distribution of sounds which may cause intrusive vowels example: Spanish: [ɛstudənt] , Korean: [briǰiy]
4. students whose languages are tonal may require more time to perceive similarities and differences in sounds and/or words

The above problems and syntactical ones not listed here must be dealt with in order for the student to acquire good speaking habits.

II. Speaking

At the beginning level, the goal is to achieve facility with everyday expressions, to understand and produce declarative, interrogative and negative statements with the structural items listed below. Speaking is practiced for controlled, meaningful response with good sound, rhythm and intonation patterns for maximum intelligibility. Ultimately the students will generate correct responses in normal everyday situations.

A. Performance Objectives

1. The student will use polite forms and everyday expressions of greeting.
2. The student will produce simple declarative, interrogative, negative and imperative statements.

3. The student will use the American sound system with correct stress, intonation and juncture patterns.
4. The student will use high frequency vocabulary for handling situations in:
   a. the school and classroom
   b. the community
   c. the home and family
   d. quantifying
   e. recreational activities
   f. for safety and survival

B. Structural Items to be Taught

Affirmative, negative, interrogative and exclamatory sentences including short yes-no answers

1. Verbs: to be
   to have
   regular verbs, high frequency irregular verbs and commonly used two-part verbs (call up, get up, turn off, sit down, etc.)
   Tenses: present, present progressive, past, future (including going to), present perfect
   Voice: active
   Mood: imperative, indicative
2. Determiners: a, an, the, this, that, these, those, some, any quantity words - a lot of, a little, many, much and their relationship to mass and countable nouns
3. Singular and plural nouns (regular and irregular forms)
4. Pronouns
5. Subject-verb agreement
6. Interrogative words: who, what, where, when, how, why
7. Common adjectives and their place as modifiers
8. Prepositions of time and place
9. Possessive nouns, adjectives and pronouns
10. Regular and irregular comparative and superlative of adjectives
11. Introducers: here is, there is, etc.
12. Adverbial expressions of manner, place, time and frequency
13. Connected statement forms: _____ and I am too.
    _____ and I'm not either.
    _____ but I wasn't.
14. Too and very before adjectives and adverbs
15. Tag questions and answers
16. Syntactic relationships to be taught:
    a. S + PV
    b. S + PV + Mod.
    c. S + PV + IO
    d. S + PV + IO + DO
    e. S + PV + IO + DO + OC
    f. S + PV + SC

C. Strategies

Depending upon the composition of the class, strategies for the teaching of all skills, at both the Beginning and Intermediate levels necessitate grouping and individualization of instruction. No more than two or three groups are recommended at any given time even though there may be greater levels of disparity. As student growth indicates and as the composition of the class changes with new entrants, regrouping may be necessary.

1. Dialogues and drills (teacher and/or tape), to practice pronunciation and intonation as well as control of the structure
2. Specific drills for improving the students' control of the English sound system
3. Directed drills for manipulating structural elements
4. Individual programs using language master and tape recorder
5. Directed conversation re school, community, holidays, etc.
6. Use of pictures, realia, transparencies, filmstrips and films, games and riddles to stimulate self-generated responses
7. Dictionary exercises
8. Dramatization of skits and plays
9. Exercises to promote an understanding of the effect that stress and intonation patterns can have on meaning

III. Reading

In order to help students function academically at the secondary level, reading is introduced early in the beginning ESOL class. Students first learn to read and write what they have learned to understand and say in dialogues and pattern practice drills. They "must never be allowed to read alone a script which they have not learned orally first or else heard a number of times, which they have not repeated orally after the teacher or, if they are reading silently, which they are not hearing simultaneously read by a model."* Additional materials are used that are suitable in terms of conceptual, age and interest levels. There will be variations in the approach to the teaching of reading dependent upon each student's literacy in his native language, his prior exposure to the Roman alphabet, his native reading orientation (from left to right) and his prior exposure to reading English.

A. Performance Objectives

1. The student will build a sight vocabulary.
2. At a level commensurate with his listening and speaking level the student will learn the necessary word recognition skills to be an effective reader.
3. The student will read with comprehension.
4. The student will develop proficiency in the study skills.
5. The student should develop an interest in recreational reading.

* Rivers, Wilga M. Teaching Foreign Language Skills. Chicago, Illinois: University of Chicago Press, 1968., 220

B. Reading Skills to be Taught

1. Word Recognition **
   a. Contextual clues
   b. Phonetic analysis
   c. Structural analysis
   d. Dictionary skills
2. Comprehension
   a. Vocabulary development
   b. Use of dictionary
   c. Use of punctuation marks
   d. Selecting main ideas and details, following sequence, answering questions
   e. Following printed directions
3. Study Skills
   a. Locating information - want ads, table of contents, index, telephone book
   b. Reading maps
   c. Note taking
   d. Summarizing
4. Recreational Reading
   a. Selecting interesting and enjoyable reading material
   b. Developing an interest in a variety of reading matter

C. Strategies

1. Reading materials should be appropriate to the students' age, sex, developmental maturity, interest and reading level.
2. Use a variety of approaches (modified language experience, linguistic, basals, etc.) to develop sight vocabulary, word order and sound-symbol correspondence.
3. Use film-strips, transparencies, charts, games, as well as reading texts to vary the instructional program.
4. The Reading Lesson
   a. The objective of each reading lesson determines the type of the readiness activities. Generally new vocabulary, idioms, or grammatical structures should be discussed when meaning is not apparent in context.
   b. A purpose is set for the reading lesson.
   c. In the early stages of reading instruction, the teacher first reads aloud a sentence, later a paragraph. Each stage is followed by class choral reading. This is done prior to any individual oral reading. At the appropriate level, silent reading replaces the oral reading.
   d. Follow-up activities may be oral or written depending on the purpose of the lesson.
   e. At a later stage, students may do oral reading for specific purposes - viz. dramatizations, oral presentation of reports, taping, etc.
   f. Use oral reading to check students' original writing, pronunciation, intonation, stress and juncture of English.

** Hoyle, Anne Mildred, et al. Let's Teach Word Analysis Skills. Upper Marlboro, Maryland: Prince George's County Board of Education, 1966.

5. Teach the consonants, consonant digraphs, vowels and spelling patterns, then gradually the problems and exceptions. Include the practice of rhyming elements for building new vocabulary.
6. When practicable, label all objects in the room.
7. When feasible, use the bulletin board to display reading items of interest to the students.
8. Teach a variety of ways to use context clues to aid in independent word recognition. Provide opportunities to hear and read the same words in a variety of contexts.
9. Develop an understanding of homonyms, homographs, synonyms and antonyms.
10. Develop syllabication rules.
11. Teach the use of simple punctuation marks.
12. Develop students' ability to recognize and understand derivational and inflectional elements - prefixes, suffixes, root words, compound words. Teach common endings that change meaning - s, ing, ed for verbs; en, er, est for adjectives.
13. Teach dictionary skills.
14. Use varied activities to develop the comprehension skills. Ask students to:
    a. Answer different kinds of questions on reading material.
    b. Summarize orally in a few sentences.
    c. Retell a story to check on grasp of sequence of events.
    d. Find main ideas and details.
15. Take advantage of opportunities as they arise in the classroom to teach high frequency figures of speech and idiomatic language.
16. Provide simplified materials for content areas when possible. Distribute these to classroom teachers.
17. Provide a variety of activities, books, magazines and newspapers to stimulate and deepen interest in recreational reading.

IV. Writing

In the beginning ESOL class most students are able to write the Roman alphabet, but there are some who need to be taught fundamental handwriting skills. Writing activities are based on materials previously practiced for the listening comprehension, speaking and reading skills. Some early writing activities are: practicing the alphabet (cursive), copying sentences and dialogues, filling in words and phrases, dictation of familiar materials and answering questions. At this level, the goals are legibility, attainment of spelling and punctuation skills and the development of elementary composition skills through controlled writing activities. By the end of the year, students have had much experience in controlled composition.

A. Performance Objectives

1. The student gains mastery of manuscript and/or cursive writing.
2. The student understands and uses simple punctuation.
3. The student uses capital letters appropriately.

4. The student understands and uses basic spelling rules.
5. The student is able to write a complete sentence.
6. The student can take simple notes.
7. The student can take simple dictation.
8. The class is able to prepare a group composition.
9. The student may acquire a degree of facility in creative writing depending upon his ability.

B. Items to be Taught

1. Cursive writing of Roman alphabet.
2. Rules for capitalization.
3. Rules for simple punctuation, eg.: comma, period, colon, quotation marks, question mark, exclamation point, semi-solon, hyphen and dash.
4. Basic spelling rules, eg.: consonant and vowel letters, digraphs, syllabication rules, regular and irregular spellings.
5. Structure of simple sentences.
6. Principles of paragraph construction.

C. Strategies

1. Practice cursive writing in isolation and in familiar connected material.
2. Practice sentences in which student initiates punctuation and capitalization.
3. Practice specific exercises to teach punctuation. (See: "On Your Mark" - a film available from the Audiovisual Education Center.)
4. Provide specific exercises to reinforce use of spelling rules.
5. Analyze the structure of previously practiced simple sentences (subject, verb, object).
6. Dictate short familiar orally practiced material.
7. Use group composition to reinforce and develop structural control, spelling punctuation and vocabulary skills.
8. Use "Study Skill" texts to teach note-taking.
9. Use fill in exercises, completion of sentences, answering questions and unscrambling of sentences.
10. Provide exercises to stimulate creative writing ability.
11. Use transparencies, pictures, realia, etc. to develop vocabulary and writing skills.

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INSTRUCTIONAL OBJECTIVES - INTERMEDIATE LEVEL

The Intermediate classes (ESOL II) are generally composed of students who have successfully completed the ESOL I program or who have reached a comparable level of English proficiency as a result of study in their native country.

This level of instruction emphasizes more complex structures, more advanced work in the four language skills and includes greater course content. More emphasis is placed on the reading and writing skills as well as on speaking and listening. Although the strategies are similar to those used in ESOL I, more difficult materials are used. In addition, the class is moving from teacher directed response to more self direction in speaking and writing.

I. Listening Comprehension

Previously taught listening skills are reviewed and extended. In addition to the attentive and accurate listening skills, the critical listening skill is introduced and practiced. A greater variety of materials of more advanced vocabulary and structure is used.

A. Performance Objectives

1. The student will discriminate between the target sounds not yet mastered and closely related sounds.
2. The student will understand longer and more complex sentences.
3. The student will understand more complex communications and idiomatic expressions.
4. After listening to paragraphs or short stories, the student will:
   a. recognize the main idea
   b. recognize the supporting details
   c. follow a sequence of ideas
   d. answer questions
5. The student will understand a sequence of instructions.
6. The student will be able to detect meaning signalled by emphasis and inflection.
7. The student will listen for enjoyment.

B. Strategies

In addition to strategies used at the beginning level - Listening to:

1. oral presentations by students
2. oral presentations by visiting speakers
3. tapes of radio and TV shows
4. auditory comprehension tests for diagnosis of needs and development of specific skills

II. Speaking

The intermediate level moves toward freer oral expression. Longer sentences are used and more complex structures are taught which students are encouraged to use in classroom situations.

A. Performance Objectives

1. The student will improve intelligibility through accurate pronunciation, intonation, stress and juncture.
2. The student will reproduce sentences of greater length.
3. The student will generate sentences of greater length.
4. The student will have greater control over move complex grammatical structures.
5. The student will have a greater selection of vocabulary and structure with which to express more complicated ideas.
6. The student will be able to give a short oral presentation.
7. The student will progress from controlled speaking patterns to a free, self-generated exchange.

B. Items to be Taught

1. Review of material covered in Beginning Level to increase confidence and accuracy with the most frequently used structural patterns. Example: simple statements of fact, regular and irregular verbs in present, past, future and interrogative sentences.
2. At the intermediate level there will usually be some material previously studied but not wholly integrated which needs to be taught. The teacher's role is one of continuous diagnosis, to determine which items the class as a whole needs to re-learn and specific areas of individual need. Thus the content of the beginning and intermediate levels will overlap and the order presented here is not intended to be hierarchical.
3. Structural Items to be Taught
   a. Verbs, modals, past progressive, past perfect
   b. Clauses
   c. Connected statement forms: (am---too), (not---either), (but - John is tired but George isn't)
   d. Sentences with double object pronouns
   e. Verb + preposition + object
      Example: He called on the telephone.
   f. Verb + object + particle
      Example: He called them up.
   ***g. Adverbials of purpose (Why)
      Example: He went to buy some books.
      Adverbials of means (How)
      Example: He came by plane.
      Adverbials of instrument
      Example: He wrote with a pen.
   h. Transitive verb with complement
      Example: He likes to play the piano.
      Example: He considers Mary bright.
      Example: He speaks English.

*** Krohn, Robert. English Sentence Structure: The Successor to English Sentence Patterns. Ann Arbor, Michigan: University of Michigan Press, 1971

i. Verb + noun phrase + to + verb
   Example: George wants the whole class to go.
j. Be + adjective + to + verb
   Example: This is easy to learn.
k. Prefixes, suffixes, derivational affixes (tion, er)
l. It and one as replacers

4. Vocabulary should be extended beyond the elementary level and always practiced in meaningful context.
   a. Correct usage of "tell" and "say"
   b. Frequently used idioms
   c. Survival words
   d. Words essential to the study of such content areas as biology, geography, U. S. history and literature

C. Strategies

Strategies for the teaching of all skills at both Beginning and Intermediate Levels, depending on the composition of the class, will require grouping and individualization of instruction. Though there may be very different levels of ability, no more than two or three groups are recommended at any given time. As student growth indicates and as the composition of the class changes, re-grouping may be necessary.

1. All of the strategies listed in Beginning Level are used with longer and more complex utterances.
2. More complex concepts are discussed relating to:
   a. cultural insight
   b. subject areas
   c. specific interests of class
3. Short oral reports with class discussion
4. Dramatizations, skits
5. Field trips

III. Reading

In the intermediate class, a considerable block of class time is devoted to reading more difficult and diversified materials. The basic reading skills introduced in ESOL I are developed to a higher level. Reading is silent except for those activities specifically planned for improving oral reading ability.

A. Performance Objectives

1. The student will continue to add to his sight vocabulary.
2. The student will apply a higher level of word recognition skills to his more advanced reading materials.
3. The student will improve and expand his comprehension skills.
4. The student will develop more complex study skills.
5. The student will expand and diversify his reading interests.
6. The student will read orally with good expression. Oral reading is always reserved for audience situations and is preceded by some preparation.
7. The student will attain a level of competence to read with greater ease simplified materials in the academic areas.

B. Reading Skills

1. Word Recognition
   a. A combination of higher level word recognition techniques to unlock unknown words
   b. Increased number of prefixes, suffixes and roots
   c. More efficient use of dictionary
   d. Advanced training in varieties of context clues
2. Comprehension
   a. Extended reading vocabulary to include multiple meanings of words, synonyms and antonyms
   b. Common forms of figurative language
   c. Main idea of larger selections
   d. Details of events, time, place, person and relationship
   e. Longer sequence of events
3. Study Skills
   a. Locational skills to include glossary, library card catalogue, appendix, almanac, etc.
   b. Interpretational skills of cartoons, pictures, charts and graphs
   c. Outlining
   d. Summarize contents of a short selection
   e. Multiple step directions in textbooks, manuals, assignments and tests
4. Recreational Reading
   a. Greater variety and higher readability level of free reading materials
5. Reading Rate
   a. Improved reading rate adjusted to purpose and type of material

C. Strategies

In addition to strategies used at the beginning level:

1. Teach more advanced punctuation devices.
2. Provide readings for cultural information and understanding of American culture.
3. Provide rewritten versions of classics when available.
4. Use texts and exercises written specifically for improving specific comprehension skills viz.: Specific Skills, Barnell-Loft, Ltd.
5. Use teacher-made materials - stories, articles from old texts, periodicals and magazines to strengthen the ability to follow a series of directions, to arrange paragraphs in proper sequence, to select a title and to choose correct meanings for figurative language.
6. Ask who, what, why, where, when questions about stories. Ask questions that require the student to:
   a. see relationships
   b. draw inferences
   c. make judgments
7. Help students understand and appreciate American humor.
8. Create opportunities for learning idiomatic expressions and figures of speech.

IV. Writing

At this level, in addition to practicing material learned orally, the students write graded compositions as well as short original summaries and compositions.

A. Performance Objectives

1. The student will spell correctly recombinations of material practiced orally.
2. The student will fill in correct forms in guided compositions.
3. The student will write answers based on material he has read or heard.
4. The student will take dictation of unfamiliar and of more complex material.
5. The student will write a one paragraph composition.

B. Strategies

1. In addition to strategies listed at the beginning level, activities to be used for attaining specific writing goals are: fill-in exercises, completion of sentences, answering questions and transformation of subject or tense.
2. Review of spelling, punctuation and syllabication rules as needed.
3. Summaries of high interest material: newspapers, magazines, field trips, movies, television and radio programs to improve creative writing.
4. Writing of simple skits or plays to be used by the class.

CULTURE

Language teachers now recognize that one of the benefits of foreign language study is its potential to liberate the monocultural individual and allow him to become aware and tolerant of other ways of life. As teachers of English to Speakers of Other Languages, we should recognize that not only the structure and manipulation of English is being taught in the classroom but also, and equally important, American behavioral patterns. The goal of our program is to assist the student in the acculturation process. This process includes understanding the unfamiliar culture, appreciating and respecting the differences and learning to function within the American milieu.

A. Performance Objectives

1. The student will understand and accept behavioral procedures in the school and classroom.
2. The student will understand differences in some specific behaviors that contrast with his culture, with other cultures in the ESOL class and with the target culture, e.g. eye contact, spatial relationships, individual participation in the classroom, correction by teacher in classroom, dating.
3. The students' fears, bewilderment and misconceptions will be modified and/or relieved.
4. The behavior patterns that might cause misunderstandings in social situations will be modified.
   a. differences in attention getting devices, e.g. hissing, finger snapping, calling
   b. recognition of the fact that teasing, name calling and fighting have different levels of cultural acceptance.

B. Areas of Instruction

The following list of topics is not all inclusive nor necessarily in order of importance.

1. Student Centered Topics
   a. Identification of Self
      1. Address
      2. Telephone number
      3. Bus to and from school
      4. Age
      5. Country of origin
      6. Native language
      7. Other languages spoken
   b. Polite Forms
      1. Greetings - note paralinguistic behavior
      2. Leave-takings
      3. Introductions
   c. Practical Information (bathroom, drinking fountain, lunchroom, money, etc.)
   d. His Class Schedule (hours and activities in and out of class)

2. School
   a. General Information
      1. Expressions of time
      2. Date (days of week, months of year)
      3. Weather
      4. Important safety and road signs
      5. Weights, sizes, measurements
      6. Parts of body
      7. Numbers
      8. Colors
      9. Commonly known plants, flowers, trees, animals, birds, insects
   b. Classroom
      1. All important visible objects
      2. Names and location of parts of room
   c. School Building
      1. Names of different rooms
      2. People in building
      3. School rules and regulations (absence, excuse notes)
      4. School activities (clubs, newspaper, student life in general)
      5. Attendance schedule
         a. Holidays - How it is celebrated here and in the student's native country
         b. School closings (snow days, in-service days)
3. Family
   a. Members and their relationships and ages
   b. Occupations
   c. Home (rooms and their furnishings)
   d. Family life
   e. Recreational activities
4. Foods
   a. Typical American foods - vegetables, meats, sweets, snacks
   b. Times for meals, name of meals
   c. Types of restaurants
5. Clothing
6. Community
   a. Local agencies (post office, police station, hospital, fire house)
   b. Transportation
   c. Communication (telephone, mail, newspaper, T.V.)
   d. Consumer services (different kinds of stores, banks, etc.)
   e. Climate (spring, summer, fall, winter)
   f. Recreational places (parks, libraries, community centers, movies, theater, sport facilities)
7. Customs
   a. Holidays
   b. Etiquette (table manners, common courtesies, etc.)
   c. Appropriate dress
   d. Social relationships (dating, engagement, marriage)

8. Washington, D. C.
   a. Important buildings
   b. Cultural facilities
   c. Federal Government
      Congress — Legislative
      President — Executive
      Supreme Court — Judicial
   d. American politics (Democrats and Republicans)
9. U. S. A.
   a. Important historical figures
   b. Presidents of U. S. A.
   c. Songs
   d. Music, art, literature, films, television
   e. Geography (regions of country and regional accents)
   f. State and local governments
10. Educational System
   a. Primary
   b. Secondary - 1. Academic 2. Vocational
   c. Post High School - 1. Junior College 2. University 3. Vocational
11. Avocational Interests
   a. Hobbies
   b. Pets
   c. Arts and Crafts
   d. Sports

C. Strategies

Many of the elements of culture are imbedded in the language itself. Other aspects of the teaching of culture should concentrate on activities or behaviors which are culture specific and contrast with those of the students' native culture. However, the teacher cannot simply present cultural concepts with the assumption that the student will figure them out by himself. The teacher should provide a structured approach to the teaching of culture. The choice of particular techniques depends on such variables as the cultural makeup of the class, the goal of the students, their ability, their age/grade level and their proficiency in English. The following techniques are not suggested as a uniform method but as a variety of approaches to meet the needs and ability of the class. NOTE that many of the materials used in the teaching of culture must be prepared by the ESOL teacher.

1. Use reading materials which highlight specific situations in American culture, e.g.:
   Alesi, Gladys and Pantell, Doris. Family Life in the U. S. A. New York: Regents Publishing Company, Simon and Schuster, Inc., 1962.
   Allen, Virginia French. People in Livingston. New York: Thomas Y. Crowell Company, 1957.
   Ball, Grant and Rosch, Lee J. Study Lessons in Civics. Chicago, Illinois: Follett Educational Corporation, 1969. Set of 7 Unit Booklets and Teachers Guide. (Note - These require higher reading level than those given above.)

Binnar, Vinal O. American Folktales. New York: Thomas Y. Crowell Company, 1966-1970. Volumes I and II.

Chapman, Rachael L. The U. S. A. - Men and Machines (Book III). New York: Regents Publishing Company, Simon and Schuster, Inc., 1968.

Costinett, Sandra and Hall, Gene. Structural Graded Readings in English. Washington, D. C.: Gemini Publishing Company, 1970. Books I and II.

Dixson, Robert J. The U. S. A. - The Land and the People (Book I). New York: Regents Publishing Company, Simon and Schuster, Inc., 1959.

Hall, Eugene. Situational Reinforcement. Washington, D. C.: Institute of Modern Languages, 1969. 4 Texts, 4 Workbooks, Tapes, Tape Books and Tape Workbooks.

Kitchen, Aileen Traver et. al. Reader's Digest Readings: English as a Second Language. Pleasantville, New York: Reader's Digest Service, 1963-1964. Books I-IV.

McGillivray, James H. and Echols, James B. People at Work. New York: American Book Company, 1961.

2. Culture Capsules: These are very short essays written in simple English which discuss one characteristic difference between the students' native culture and ours. The teacher should read the selection and allow the student to discover the difference after which a student-oriented question-answer discussion is opened. (Examples: American grading system, punctuality)
3. "Slices of Life": Through the use of audio-visual aids the teacher provides the student with "slices of life." These presentations can consist of recordings of popular artists, recorded radio programs and other related items.
4. "Programmed Cultural Assimilator": The student is given (orally or written) a problem situation which is culture-specific. He is then given a set of answers from which he must choose the best solution. This device is particularly useful in that it can be programmed to explore several cultural concepts related to specific situations.
5. "Directed Observation": Through the use of audio-visual equipment or instructor enactment, the student is asked to observe a specific act and comment accordingly. Example: The American way of eating and the non-American way of eating. Students observe and identify the American. Is the difference in mannerisms important? What are good table manners in the American culture? How do table manners differ?
6. "Role-playing" and Acting out Dialogues: May be used to demonstrate interaction between the language and the culture. Example: Making bread.
   a. Show baker baking bread in the United States.
   b. Exploring connotations:
      Tom: I'm broke. Can you lend me some bread?
      Kim: (Hands Tom a loaf of bread.)

Presentations which are used to explore cultural connotations (content) in idiomatic expressions can easily be followed by culture capsules. Examples: Discussion of bread as the staff of life in the United States as opposed to rice in Korea.

7. "Cultural Asides": These are brief explanations of two or three sentences which are appropriate at the 'teachable moment' in class. These short asides may or may not be a part of the teacher's lesson plan.
8. Peer tutors: In the ESOL classroom, the peer tutor gives the student a chance to communicate with an American student of his/her own age. Most peer tutors are dedicated and interested in foreign students and should be utilized to the greatest extent.